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ABSTRACT

Marty Indian School (Marty, South Dakota) served as the pilot school for this career education demonstration project for American Indian children. The project focused on grades K-4 and emphasized helping the students develop an awareness of self, an awareness of others, and an awareness of careers. Two needs assessment instruments (appended to this report) were developed; one surveyed parents and the other surveyed the students. Various training and inservice sessions for the staff were conducted throughout the year. The following publications were developed: a career education handbook for schools who serve American Indian children; a career education notebook for the parents and teachers; a programmed-experiential text concerning American Indian values; a series of teacher-developed learning modules; a programmed reader which utilizes a bilingual approach; a local directory of employment opportunities; and a directory of career opportunities in the Armed Forces. To make the program more responsive to the Marty area and maintain close contacts with the school, a bilingual specialist was employed. To carry out evaluation activities, the staff developed three levels (K-3, 4-6, 7-12) of the "Indian Attitude Survey" (instruments appended), which was designed to measure positive changes in attitude of the Indian child towards himself and his relation to others. An experimental-control group pre-post-test design was planned. The pre-test was given in December of 1975 before any career education materials were utilized at Marty. The post-testing is expected to take place in the spring of 1977 and again in 1978. (BM)

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FINAL REPORT FOR THE CAREER EDUCATION DEMONSTRATION PROJECT FOR AMERICAN INDIAN CHILDREN

BEST COPY AVAILABLE

Submitted To: Mr. Terry Newell
U.S. Office of Education
Washington, D.C.

Submitted By: Mary Buzzard
Project Director
School of Education
University of South Dakota
Vermillion, South Dakota

Grant Number: G007502313

Project Number: 554AH50292

Grant Period: July 1, 1975 to June 30, 1976

July, 1976

CE 017 605

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION:

This final report for the Career Education Demonstration Project for American Indian Children, located within the School of Education, University of South Dakota, is being submitted in accordance with grant terms and conditions as authorized by Section 402 and Section 406 of Public Law 93-380. The grant period for this project is July 1, 1975 to June 30, 1976 and the project identification number is 554 AH 50292.

The project officer assigned to this program is Mr. Terry Newell, Office of Career Education, U.S. Office of Education, Washington, D.C. This report will document project activities and expenditures from July 1, 1975 to June 30, 1976.

After receiving official U.S.O.E. grant notification, Dr. Thomas Moriarty, Dean of the School of Education, appointed Marv Buzzard to the position of project director. The Career Education Demonstration Project for American Indian Children is located within the Curriculum/ Personnel Resource Center for Indian Education, School of Education and the Department Coordinator is Marv Buzzard.

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OUTLINE FOR PROJECT PERFORMANCE REPORTS

CAREER EDUCATION PROGRAM

1. Project No.: 554AH50292

2. Grant No.: G007502313

3. Nature of Report: Final

4. Project Title:

Career Education Demonstration Project for American Indian Children

5. Period Covered By This Report:

From: July 1, 1975
To: June 30, 1976

6. Category of Project (as specified in 45 CFR 160d.5 and 160d.11):

__Incremental __Settings X Population __Training __Communications __State Plan

7. Project Director:

Marv Buzzard

8. Grantee/Assistance Contractor Institution/ Address/Phone:

University of South Dakota
Vermillion, South Dakota
(605) 677-5407

9. Major Activities:

See Attached Narrative

10. Project Participants:

See Attached Narrative

11. Evaluation:

See Attached Narrative

12. Anticipated Changes and/or Problems:

See Attached Narrative

13. Dissemination Activities:

See Attached Narrative

14. Special Activities:

See Attached Narrative

15. Report Abstract

See Attached Narrative

9. Major Activities

A. As soon as official notification was received of the grant awardal, the University began it's recruitment procedure for the three staff positions and the secretary. Hiring was completed as of August 1st in accordance with Affirmative Action guidelines. Resumes for the staff were submitted to the Office of Career Education on August 18, 1975.

B. Upon notification of funding and the naming of the project director, the Project began to finalize arrangements for a demonstration site. Marty Indian School, Marty, South Dakota had tentatively agreed to serve as the pilot school. Mary Buzzard, director, made two trips to school board meetings to further explore the possibilities and discuss the relationships between the school and project. On September 9th, the entire staff made a complete presentation of the project and secured approval from Marty School to serve as the demonstration site. A copy of the board's resolution appears in Appendix A.

C. In response to a request from the Superintendent of Marty Indian School, a representative of the Career Education Project delivered the keynote address at their initial faculty workshop. Thus an initial thrust for the program was conducted in acquainting the Marty Indian School staff with some of the dimensions of cultural pluralism and the need for a career education program which recognizes the cultural diversity of American Indian students, and which stresses an understanding of their values as they are seen in the cultural dynamics of a school.

D. A follow-up meeting was held with the Principal of the high school

in company with the high school counselor, and as a result it was decided that the emphasis of the Career Education Project would be concerned initially with grades K-4, and that this emphasis would be concerned with developing materials to aid the school in helping the students develop an Awareness of self, and Awareness of others, and then an Awareness of careers.

E. A series of "work" sessions throughout the year were held with teachers and teacher aides from grades K-4, to enlist their ideas in the development of the Awareness areas.

F. In cooperation with the demonstration school staff, two needs assessment instruments were developed to ascertain the Career Education needs of American Indian students. One of the instruments survey parents, the other surveys students. The instrument for parents was circulated on a door to door basis where possible. A number of the students at the demonstration school are boarders so copies of the survey have been mailed to the parents of these children. Copies of the instruments appear in Appendix B.

G. The staff has surveyed career education materials that have been designed to speak to the unique needs of Indian children:

1. Marv Buzzard, director, visited the Far West Laboratory located in San Francisco and attended a board meeting of their career education project that is designed to develop materials for American Indian students:

2. On October 31, 1975 Claire Strother traveled to Greeley, Colorado to attend the 4th Annual Regional Bilingual-Bicultural Education Conference. A variety of materials concerning bi-

lingual/bicultural was presented for Mrs. Strother's review.

3. On November 13, 1975 Edison Ward, Dr. Donald Ross and Mary Beth Day (adjunct staff from Marty Indian School) traveled to Riverton, Wyoming to meet with the Career Education Center located there. Materials from the Center was brought back and examined.

4. On February 17, 1976, Claire Strother traveled to San Francisco to attend the 3rd National Conference on Multi-Cultural Curriculum and Materials. Ms. Strother reviewed a number of curriculum guides in the area of multi-cultural education.

5. From April 27th through April 30th, 1976, Mr. Marv Buzzard, project director traveled to Washington, D.C. to attend a Leadership Training Institute for Multicultural Teacher Education presented by the American Association of Colleges for Teacher Education. A variety of techniques and materials for multicultural education and it's implementation into the classroom was presented.

H. Throughout the year, staff members conducted various training and in-service sessions to acquaint people with the field of Career Education and the Career Education Demonstration Project for American Indian Children:

1. A series of meetings were held with teachers and teacher-aides from the K-4 grade levels to acquaint them with the philosophy and intent of a career education program. Brainstorming was conducted to determine how many ways, methods, and techniques were already utilized by these personnel to provide career education information for their children. It was determined

that they performed very little in this direction, and as a result of this determination it was decided by the group to develop modules around career education themes.

2. The staff at Marty Indian School requested that a class be taught concerned with bicultural education. Built into this class, which was taught by a member of the Career Education Staff, was elements of career education as they are reflected in bicultural education. A total of twenty (20) teachers, representing both Marty Indian School and the Wagner Public School District, took part in the course.

3. As a result of the meetings that were held with members of the Career Education Staff, teachers and teacher-aides of the K-4 grade levels designed modules for use in their classes which would incorporate Career Education themes. The modules were reviewed by the Career Education Staff and returned to the teachers for their use with their students. The modules illustrated the need on the part of the teachers, for training in ways to incorporate career education materials in the various subject areas.

4. On January 28th, Dr. Ross, Curriculum Specialist, presented a half-day workshop on the principals, concepts, and goals of Career Education for the Rapid City Public School System - Indian Education division in conjunction with the system's teacher in-service program.

5. On February 20th, Dr. Ross presented workshop for Luthern Social Services, Sioux Falls on Indian Education, and Career Education for the LSS staff and Indian community leaders in

the city of Sioux Falls.

6. On April 8, Dr. Ross served as Guest Instructor for the Theories of Career Education Development Class, School of Education, University of South Dakota, Dr. Joan England, Instructor.

7. On April 12-13, 1976, Marv Buzzard made presentations at Rapid City concerning Career Education. Mr. Buzzard took part in a two day in-service training session for the Rapid City Public School Systems.

8. On May 2, Dr. Don Ross presented an evening workshop on Career Education to Teachers and paraprofessionals from St. Franicis, Rosebud, and Mission, South Dakota at St. Francis.

9. On May 4, Dr. Don Ross worked with Student Teachers on Career Development, School of Education, University of South Dakota.

10. On May 6, Dr. Don Ross presented evening workshop to American Indian Service Center staff on Indian Education, leadership, and Career Education, at Sioux Falls.

11. On May 4th through the 8th, Mr. Edison Ward, Media Specialist, made video tape presentations on Career Education to the respective school staffs of Lower Brule and Marty. These presentations presented some concepts as well as classroom implementation.

12. On May 26th through the 28th, the Career Education Demonstration Project in conjunction with Institute of Indian Studies, and the Indian Education Discipline of the School of Education presented a 2-day formal symposium on Career Education and the American Indian. The following presented are indicated formal

papers.

a. Mr. Hershel Sahmaunt, Director of the Coalition of Indian Controlled School Boards, Denver - "Implications of Career Education for School Boards"

b. Mr. John Compton, Sociologist, University of Denver, "Implications of Career Education for Social Welfare"

c. Ms. LaVerne Heiter, Owner & Designer, Indian Originals, Rapid City, S.D., "Implications of Career Education for Small Indian-Owned Businesses"

d. Ms. Arlene Marshall, Public Health Service Representative in Community Education, Eagle Butte, S.D., "Implications of Career Education for Community Education"

e. Ms. Alice Paul, Director, Educational Research & Development, University of Arizona, Tuscon, Arizona, "Early Childhood Education, Follow-Through, & Career Education"

f. Ms. Robbie Ferron, Attorney, Rapid City, S.D. Public Schools, "Implications of Career Education for American Indian Women"

g. Mr. Lionel Bordeaux, President, Sinte Gleska Community College, "Implications of Career Education for American Indian Men"

13. On June 14/15, Dr. Don Ross presented a 2-day workshop on Career Education, leadership, cooperation, and coordinating skills to members of the University of Minnesota's Indian Upward Bound and members of St. Olof's College staff interested in Indian Education at Northfield, Minnesota.

14. On June 21, Dr. Don Ross presented an evening workshop on Implica-

tion of Career Education for the total community at Greenwood, S.D.

15. On June 21-25, Marvin Buzzard conducted a 4-day workshop on the implementation of Career Education in the classroom for the staff of the Pine Ridge Indian Reservation schools.

I. The Project Staff developed the following publications:

1. Career Education and the American Indian: A Handbook for Schools providing Services to American Indians.

   By Dr. Donald D. Ross

   Foreword by Dr. John F. Bryde

   A publication presenting a rationale for Career Education coupled with a brief review of educational services for Indian children. It discusses values and needs as related to the American Indian child. It also discusses the ten elements that should be considered in a career education program. These elements were related to the values and needs of American Indian children, and were designed as objectives to be reached in Career Education. The final portion of the Handbook discusses the four-step process of human development in career education. It concludes with a description of role definitions and responsibilities for individuals involved in a career education program.

   The Handbook may serve as a basis for further in-service work with K-4 teachers and teacher-aides at Marty Indian School. It has been printed and copies were sent to the Office of Career Education, USOE.

2. Career Education and the American Indian: A Notebook for Parents and Teachers

By: Career Education Staff, with consultant services provided by Dr. John F. Bryde, Dr. Loraine Webster, Dr. Robert W. Wood, and Ms. Marilyn Jones

A publication which serves as an introduction for parents and teachers of American Indian children to Career Education concepts. It presents a synopsis of the material included in the Handbook.

3. The Cultural Simulator: A Programmed-Experiential Text Concerning Values of the American Indian

   By: Dr. Donald D. Ross and Dr. Joseph E. Trimble

   A publication which presents a rationale for the need for such a instrument, with express points related to the diversity of natures that is found in bicultural situations, related information revolves around an understanding of general Indian based values, and couples the rationale with a programmed learning experience that is designed, through the use of scenarios or vignettes, to expose members of one culture to some of the basic concepts, attitudes, role perceptions, customs and values of another culture.

   The publication was developed because of the vary nature of the diversity in values as applied to the dominant society's emphasis on work, time, and savings.

4. Modules for Learning: A series of lesson modules designed by teachers for actual use in a classroom.

   The modules are specifically concerned with a bicultural/bilingual approach to the teaching of self-awareness and awareness of others through lessons which incorporate Indian history, culture, and language, and an approach to an introduction to Careers.

   Edited by Dr. Donald D. Ross

5. Values and Awareness: A Programmed Reader Utilizing the Technique of Controlled and Directed Projection through a Bilingual Approach

   By: Dr. Donald D. Ross and Dr. John F. Bryde

   The publication is especially concerned with the development of an awareness of self, others, culture and community, and an introduction of careers on an elementary level for children in K-4, through the use of projected illustrations, and bilingual captions for interpretation.

   It is divided into three sections: (1) The first seeks to develop in the Indian child a prideful awareness of himself as an Indian; (2) The second seeks to develop in the child a prideful awareness of himself in relation to his family, because as one moves out from himself, the first social contacts are his family; (3) The third seeks to develop in the Indian child a prideful awareness of himself in relation to his community. Since the world in which he must live is a mixed Indian and non-Indian world, it is at this level that non-Indians are brought into the vision of his expanding world.

   The Reader is illustrated with simple line drawings, in color, in which the student moves through the process of projecting responses for pictures without any captions, to projecting responses based on pictures with captions.

6. A Localized Directory of Employment Opportunities for the Marty Indian School Area

   By: Ms. Claire LaMont Strother

7. Career Education opportunities in the Armed Forces, relating to training programs for both male and female participants.

   By: Edison Ward, Jr.

J. In order to make program more responsive to the Marty area and maintain close contacts with the school, Mrs. Claire Strother - bilingual specialist - was moved to the Marty area. Mrs. Strother's activities included:

1. Close liaison with the school counselors, particularly at the elementary level.
2. Recruitment of resource consultants from the Marty area to discuss the value of staying in school, various occupations, and other pertinent data.
3. Development of a Job Bank of occupations in and around the Marty area.
4. Assistance to school staff in the acquisition of films and other material concerning career education.
5. Serving as a representative of the project in the Marty School Boards monthly meetings.
6. Development of a needs assessment that was localized to the Marty area.
7. Conducting interviews with parents and other community members.
8. Conducting interviews with employees in the area.
9. Assistance on administering evaluation instruments.

K. In order to carry out evaluation activities, the staff developed three levels of an Indian Attitude Survey. Details of instrument and it's use in the evaluation design appear in Section II. Copies of the instrument appear in Appendix C.

L. In compliance with the project's evaluation design, testing of the Indian Attitude Survey and the Career Education Cognitive Questionnaire distributed by the Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota was accomplished at the demonstration school (Marty Indian School) and the control site (St. Francis Indian School) was accomplished.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 5-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (5))	HANDICAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
STUDENTS											
ELEMENTARY (K-6)	89					89	15	3	88	49	40
MIDDLE/JUNIOR HIGH (7-9)	83					83	10	2	80	52	31
SENIOR HIGH (10-12)	83					83	6	3	83	42	41
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (nonmatriculated)											
SUB-TOTAL	255					255	31	8	251	143	112
EDUCATIONAL PERSONNEL											
TEACHERS	43			37		80				31	49
COUNSELORS	3			1		4				2	2
ADMINISTRATORS	6			2		8				6	2
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	3			2		5					
PARENTS	20					20					
OTHER (specify) School Board	9					9					
TOTAL	84			42		126					

OE FORM 417, 2/76

11. Evaluation

Evaluation activities for the first year of the project centered around two components: a needs assessment questionnaire sent to Marty Indian School parents, and initial baseline affective and cognitive achievement.

1. Needs Assessments

Faculty - Marty Indian School faculty met regularly with Dr. Ross to provide their insight and suggestions for needs of their children in career education.

Parents - Ms. Claire Strother, resident Project staff member, interviewed parents of Indian children at Marty and also parents in the local community about their perceptions of career education for their children. The question schedule is given in Appendix B.

In addition to the interview schedule, a mailed questionnaire with follow-up was sent to 125 parents of Marty children. Responses were received from 26, representing 45 of the 255 children of the school. The low response rate unarguably makes the data suspect as being representative of the whole population, but it is felt they still are useful in giving as sense of the parents' feelings concerning career education. Marty school officials have commented on the typicality of poor responses to such mailings in the past.

Questionnaire Results: The questionnaire is given with cover letter in Appendix B with tabulation summaries. Highlights of the summaries are discussed below:

1. 22/23 respondents felt Marty is a good school for their children.
2. Most (13/25) parents send their children to Marty

because they feel the school staff care for their children. Other important reasons listed were general education (3), and religion (2).

3. 14/16 indicated they intend for their children to attend high school at Marty.
4. 20/25 felt Indian culture studies should be required for all students at Marty.
5. Parents were divided over the procedure for integrating Indian studies into classes

   9 - into all courses

   6 - special courses - required

   11 - special courses - elective
6. 16/21 felt they understand the concept of career education
7. 23/24 felt their children should choose where they wish to live and make career choices based on that location.
8. 19/19 respondents feel Marty can help their children by being involved with the Career Education Project at USD.
9. Parents are split on sending their children to college (11) or into vocational training (10).
10. 14/19 parents prefer that their children receive career training in South Dakota; only 6/19 would object to their child going outside S.D. for training, however.
11. 8/12 respondents thought financial aid information is available to them at Marty. This low overall response rate may indicate a general lack of knowledge by parents in this area.

As a summary those parents who responded seem favorable towards career

education programs at Marty and feel orientations towards Indian culture is important. In comments sections asking the parents how the project could help at Marty, most responses were a poignant plea to give the children sufficient training and knowledge to be self-supporting and productive in their lives to an extent which some of the parents know they cannot be.

2. Outcome Design

Most of the evaluation activities during Fall Semester, 1975, have been concerned with development, selection, and administration of a set of career education questionnaires in the cognitive and affective domains. A basic premise of the Project has been that positive changes in attitude by the Indian child towards himself and his relation to others must accompany true career education decision-making. The value structure of the Indian child must be a basic ingredient in career choices. Consequently, attitude instruments at three levels (grades K-3, grades 4-6, and grades 7-12) were developed to obtain some operational measures of attitudes and values. Scales and items were modified from the California Test of Personality,

The scales utilized are as follows: (Sense of)

a. Self-Reliance
b. Personal Worth
c. Personal Freedom
d. Belonging
e. Family Relations
f. Withdrawal
g. Social Adjustment

h. Social Skills

i. Anti Social Tendencies

j. School Relations

k. Community Relations

The forms are given with administration instructions in Appendix C. All items at grades K-3 were read to students. Students read the items themselves in grades 4-12.

A cognitive knowledge test in career education was selected from a list distributed by U.S.O.E. The test selected was the Career Education Cognitive Questionnaire for grades 1-3, 4-6, and 7-9 (U. Minnesota, 1975).

Design

The quasi-experimental design developed for the project is an experimental-control group pre-post-test design. It was felt that a control school should be found which closely approximated the type of student found at Marty Indian School. The St. Francis Indian School, near Rosebud, S.D. on the Rosebud Sioux Indian Reservation, was felt to represent somewhat similar populations of students, although the two schools are not exactly alike. A second control school has been obtained, the Lower Brule Indian Reservation School.

Marty and St. Francis children at all grades were given the cognitive and affective instruments the first week of December, 1975. No career education materials were utilized at Marty at that time. The scores will serve as pretest or baseline measures. It is expected that post-testing will take place in Spring, 1977 at all design sites after one years activity of Marty, and again in Spring, 1978. In the

falls of 1976 and 1977 new 1st grade classes will be tested. The design is represented in Figure 1. Lower Brule children will be given all instruments in April, 1976. The late testing is a result of delays in agreement to participate.

Analysis

The design will be analyzed using multivariate analysis of covariance for repeated measures. Standardized norms for the affective tests are not available and for the cognitive tests are not appropriate. It is felt that no regression effects will be observed since the local raw scores are the norms for the these populations. The affective scales will be examined using discriminant analysis programs of the Statistical Package for the Social Sciences (SPSS, Nie, 1970).

Figure 1: Career Education Evaluation Design

	Fall 1975	Spring 1976	Fall 1976	Spring 1977	Fall 1977	Spring 1978
Marty 1st grade	O_1		X O_1X	X O_2 O_2	X O_1X	XO_3 O_2
St. Francis 1st grade	O_1		O_1	O_2 O_2	O_1	O_3 O_2
Lower Brule 1st grade		O_1	O_1	O_2 O_2	O_1	O_3 O_2

O_1 - First Pretest

O_2 - First Posttest

O_3 - Second Posttest

The multivariate and univariate analyses will be performed using Finn's MULTIVARIANCE Program (1975), which is compatible with SPSS. Planned Orthogonal comparisons will be made within grade between Marty and St. Francis plus Lower Brule on the covariate-adjusted

post-test scores. Although class might well be the real unit of analysis,* the career education project effects must appear at the child's level, and child will remain the unit. Grade level will be a crossing factor.

Pretest Results

The design given in Figure 1 was modified to include baseline pretest data from Spring, 1976. This was done because of possible maturational changes between Fall and Spring testing. Means for Grades 1-12 are given for Marty in Tables 1-4, and means for St. Francis (the control) in Tables 5-8. Table 9 gives scale reliabilities** based on pretest data.

Several salient features of the data warrant discussion. First, scale reliabilities are low for grades 1-3 attitude measures. Most of this appears due to small scale variance, since inspection of the Tables reveals high positive relationship between scale variance and reliability.

Second, changes in students overtime appear to be related to the grade levels. Primary students generally seem to have less positive self-concepts at the end of the year, while secondary students generally seem more positive.

Third, cognitive scores were quite low. Many children did not complete the tests, which proved to be quite difficult, although test developers claimed otherwise in their test manual. Similar results are noted for some scales at the higher levels and for cognitive achievement, particularly in grades 7-9. As a result of this, cognitive testing using the Minnesota tests was not continued. Instead, locally developed cognitive tests will be administered in the fall, 1976, based on the Minnesota tests but at a lower level.

* only one class per grade is found in all schools
** Hoyt reliability (internal consistency)

Table 1: Grades 1-3 Pre-Post Attitude Scale Means, Marty

Subtest	Fall, 1975			Spring, 1976		
	Grade 1 n= 19	Grade 2 n= 9	Grade 3 n= 14	Grade 1 n= 7	Grade 2 n= 7	Grade 3 n= 9
Self-Reliance	14.37	13.67	13.50	14.10	13.80	13.84
	(2.34)	(1.32)	(1.74)	(1.90)	(2.41)	(1.58)
Personal Worth	19.16	19.22	16.57	14.79*	15.42*	16.38
	(3.44)	(1.64)	(3.18)	(1.41)	(1.68)	( )
Personal Freedom	17.05	18.78	18.79	16.29	15.14*	15.79*
	(2.27)	(1.79)	(2.08)	(2.50)	(.90)	( )
Belonging	14.74	14.78	14.36	11.00*	8.71*	11.34*
	(2.10)	(1.79)	(2.13)	(.82)	(2.06)	( )
Family Relns	12.68	14.44	13.50	10.20*	10.68*	11.00*
	(2.89)	(1.81)	(2.31)	(2.21)	(2.82)	( )
Withdrawal	10.37	13.44	11.36	10.95	11.56*	10.56
	(2.81)	(2.96)	(1.60)	(2.99)	(1.50)	( )
Social Adjustment	14.00	14.89	15.86	10.20*	10.36*	9.56*
	(2.19)	(2.20)	(1.70)	(2.36)	(2.79)	( )
Social Skills	12.63	12.00	12.79	11.71*	12.01	11.79
	(1.83)	(3.08)	(2.05)	(1.70)	( )	( )
Anti-Social	13.47	12.78	12.50	13.54	11.99	11.34
	(2.86)	(3.35)	(2.88)	(2.70)	( )	( )
School Relns	15.68	16.67	17.00	15.00	14.56	14.67
	(2.83)	(3.08)	(2.42)	(2.16)	( )	( )
Community Relns	10.79	10.56	11.29	8.29*	8.69	8.00*
	(2.04)	(1.88)	(1.14)	(1.38)	( )	( )

* $p < .05$ on pre-post difference

Table 2: Grades 4-6 Pre-Post Attitude

Scale Means, Marty

Subtest	Pretest			Post-test		
	Grade 4 n= 12	Grade 5 n= 11	Grade 6 n= 17	Grade 4 n= 10	Grade 5 n= 11	Grade 6 n= 21
Self Reliance $\bar{x}$	9.67	9.36	9.35	12.95*	12.27*	13.45*
S_x	(1.07)	(1.50)	(1.46)	(2.41)	(1.68)	(1.67)
Personal Worth	18.75	17.91	17.82	17.03*	17.45	17.46
	(2.53)	(2.12)	(1.38)	(2.46)	(1.37)	(3.54)
Personal Freedom	19.83	18.09	18.82	18.74	17.55	17.01
	(2.62)	(2.84)	(6.72)	(1.69)	(2.16)	(2.43)
Belonging	13.83	12.82	14.00	12.50*	11.26*	11.76*
	(2.62)	(2.32)	(2.06)	(2.17)	(2.21)	(2.23)
Family Relns	13.08	13.82	13.53	12.70	10.66*	11.50*
	(2.35)	(2.52)	(2.29)	(1.64)	(2.64)	(2.29)
Withdrawal	11.25	9.27	10.18	10.50	11.82*	11.90*
	(1.71)	(7.35)	(2.53)	(2.22)	(2.42)	(2.11)
Social Stds	17.33	17.00	17.94	12.81*	13.47*	13.03*
	(1.61)	(2.68)	(1.52)	(.97)	(1.90)	(2.18)
Social Skills	11.00	11.09	10.47	11.89	10.85	11.50
	(2.09)	(2.88)	(2.35)	(2.08)	(1.12)	(2.28)
Anti-Social	11.33	10.91	11.53	11.37	11.31	12.05
	(2.19)	(2.88)	(2.48)	(3.52)	(3.70)	(2.64
School Relns	12.50	12.36	12.76	13.29	13.79	13.62
	(2.39	(2.80)	(1.92)	(2.60)	(2.11)	(2.2)
Community Relns	11.08	10.64	9.82	9.14*	10.30	8.05*
	(1.24)	(1.29)	(1.88)	1.23	(2.26)	(1.09)

* $p < .05$ on pre-post difference

Table 3: Grades 7-9 Pre-Post Attitude Scale Means, Marty

Subtest	Pretest			Post-test		
	Grade 7 n= 22	Grade 8 n= 28	Grade 9 n= 22	Grade 7 n= 15	Grade 8 n= 24	Grade 9 n= 19
Self Reliance	13.74	12.14	13.86	17.40*	16.78*	16.21*
	2.13	3.35	2.47	(2.59)	(2.86)	(2.42)
Personal Worth	7.68	8.25	8.36	9.20*	8.87	8.62
	1.86	2.84	2.56	(1.86)	(2.13)	(1.78)
Personal Freedom	13.21	11.82	12.45	11.80	11.20	11.79
	4.70	3.85	3.63	(3.47)	(4.21)	(3.29)
Belonging	20.21	20.04	20.73	19.37	21.67	23.10*
	4.10	5.64	5.33	(4.34)	(3.08)	(3.66)
Withdrawal	13.00	13.68	12.73	12.40	12.42	13.61
	2.00	3.10	4.03	(3.07)	(3.83)	(3.26)
Social Stds	15.79	13.96	12.32	18.13*	17.90*	18.75*
	3.87	4.14	3.80	(2.36)	(2.87)	(2.08)
Social Skill	8.95	7.11	8.14	8.20	9.28*	9.00
	2.48	2.22	2.64	(2.01)	(2.87)	(1.95)
Anti-Social	11.32	11.21	11.18	12.93*	13.84*	13.16*
	3.13	2.42	2.63	(3.33)	(3.05)	(2.24)
Family Relns	10.00	9.18	8.91	9.07	9.79	10.54*
	2.81	3.07	4.21	(1.62)	(2.69)	(2.62)
School Relns	22.21	23.04	22.27	22.07	22.52	23.84*
	4.50	4.76	4.11	(3.43)	(5.39)	(2.39)
Community Relns	25.63	23.93	24.86	27.27	27.23*	27.38
	4.91	5.73	6.48	(5.11)	(6.67)	(5.83)

* $p < .05$ pre-post differences

Table 4: Grades 10-12 Pre-Post Attitude Scale Means, Marty

Subtest	Gr. 10 n= 19	Gr. 11 n= 22	Gr. 12 n= 19	Gr. 10 n= 13	Gr. 11 n= 12	Gr. 12 n= 12
Self Reliance	12.26	10.73	11.58	17.62*	17.29*	18.48*
	2.18	3.47	4.21	(2.33)	(2.83)	(2.69)
Personal Worth	8.11	7.32	6.42	9.31*	9.17*	9.08*
	1.82	2.12	2.57	(2.21)	(1.03)	(1.38)
Personal Freedom	12.16	12.14	10.95	12.57	10.83	10.75
	3.35	3.43	4.98	(3.38)	(3.30)	(2.63)
Belonging	19.53	20.32	16.84	22.79*	22.92*	20.50*
	3.95	.87	4.94	(3.82)	(2.02)	(2.24)
Withdrawal	11.26	11.95	10.84	13.14	11.08	10.00
	4.25	4.80	3.59	(4.44)	(3.23	(3.41)
Social Stds	13.89	12.73	12.74	18.94*	18.00*	15.97*
	5.79	3.34	3.41	(5.61)	(2.41)	(4.45)
Social Skills	7.53	7.55	6.89	9.70*	9.51*	8.83*
	2,46	2.28	2,47	(3,43)	(2.70)	(2.33)
Anti-Social	11.00	10,23	10.00	13,15*	13,00*	12,34*
	3.30	3.29	2.77	(3,73)	(2,49)	(2.47)
Family Relns	10.00	9.50	9.21	9.25	10,00	7.92
	3.04	3.78	4,35	(3.55)	(2,47)	(2.68)
School Relns	22.11	21.55	19.00	23,83	23.32	24,08*
	3.02	4.53	3.38	(7,34)	(3,76)	(3,73)*
Community Relns	26.32	25.41	24.47	28.28	27,08	28.33*
	4,78	7,25	4.64	(8.23)	(2.64)	(3.14)

* $p < .05$ on pre-post differences

Table 5: Grades 1-3 Pre-Post Attitude

Scale Means, St. Francis

	Fall, 1975 Testing			Spring, 1976 Testing		
	Grade 1 n= 38	Grade 2 n= 32	Grade 3 n= 26	Grade 1 n= 29	Grade 2 n= 31	Grade 3 n= 25
Self Reliance $\bar{x}$=	15.05	14.38	13.08	9.07*	8.71*	9.31*
S_x=	(2.13)	2.04	2.12	1.58	1.76	2.03
Personal Worth	20.0	19.0	17.85	16.24*	15.61*	16.58*
	(1.89)	1.80	2.31	1.84	2.20	3.84
Personal Freedom	17.26	17.97	19.08	16.31*	16.06*	15.17*
	2.55	1.87	2.17	2.47	1.86	3.57
Belonging	13.68	13.63	13.58	9.86*	11.03*	10.42*
	2.01	2.01	2.37	1.64	1.70	2.90
Family Relns	11.42	11.84	11.27	11.51	11.94	11.63
	2.47	2.46	2.63	2.31	2.28	3.16
Withdrawal	8.37	9.13	9.27	10.21*	10.26*	10.83*
	2.62	2.73	2.78	2.29	2.22	3.39
Social Standards	12.16	13.78	15.58	11.66	12.13*	11.15*
	2.74	1.90	2.25	1.52	2.14	1.75
Social Skills	10.37	11.53	12.73	11.39	11.16	10.62*
	1.50	2.05	2.29	2.19	1.24	2.04
Anti-Social	9.32	10.22	10.19	12.00*	11.35	10.50
	3.39	3.08	2.83	2.12	2.33	3.07
School Relns	12.71	14.16	14.81	12.97	14.00	15.41
	2.42	2.85	2.45	2.54	2.05	2.63
Community Relns	9.53	9.75	11.00	9.87	8.58*	8.64*
	2.01	1.59	1.77	1.22	1.71	1.35

*$p < .05$ pre-post differences

Table 6: Grades 4-6 Pre-Post Attitude

Scale Means, St. Francis

Subtest	Fall, 1975 Testing			Spring, 1976 Testing		
	Grade 4 n= 28	Grade 5 n= 36	Grade 6 n= 23	Grade 4 n= 23	Grade 5 n= 40	Grade 6 n= 25
Self Reliance	9.96	9.50	9.30	9.78	9.57	9.92
	1.17	1.32	2.34	1.24	0.98	1.26
Personal Worth	19.54	17.53	17.74	17.38*	17.10	17.88
	2.52	2.38	4.28	1.54	2.28	1.30
Personal Freedom	18.89	19.03	18.00	16.39*	16.20*	16.16*
	2.23	2.42	4.46	1.83	2.53	1.62
Belonging	14.86	14.06	13.83	10.13*	10.72*	10.52*
	2.32	2.27	3.80	2.14	2.12	2.42
Family Relns	13.18	12.83	12.26	11.13*	10.55*	9.84*
	3.07	2.70	3.60	1.82	2.06	2.69
Withdrawal	11.21	11.00	9.87	11.57	10.42	11.52*
	2.56	2.16	2.83	2.11	2.69	3.14
Social Stds	15.36	15.33	15.39	11.74*	11.10*	11.72*
	1.75	2.07	3.55	1.05	2.45	2.54
Social Skills	13.39	12.67	11.43	11.87*	12.27	11.84
	2.47	2.54	4.26	1.41	2.00	1.72
Anti-Social	12.07	11.31	11.87	12.61	11.13	10.96
	2.98	3.28	3.76	2.69	2.41	3.28
School Relns	15.25	14.14	13.35	13.70*	14.30	13.96
	2.43	2.67	4.73	2.08	1.71	1.27
Community Relns	10.86	10.28	9.70	7.06*	5.05*	5.48*
	1.48	1.72	2.93	1.95	1.77	.87

* $p < .05$ Pre-post Differences

Table 7: Grades 7-9 Attitude

Scale Means, St. Francis

Subtest	Grade 7 n= 35	Grade 8 n= 33	Grade 9 n= 35	Grade 7 n= 29	Grade 8 n= 27	Grade 9 n= 3
Self Reliance	12.91	12.48	13.23	14.79*	16.52*	15.76*
	3.59	3.13	2.53	3.02	3.02	2.17
Personal Worth	7.66	7.36	8.48	9.21*	8.15	8.46
	2.26	2.22	1.61	2.68	2.27	1.77
Personal Freedom	12.83	12.00	11.46	10.72*	13.11	12.00
	3.67	3.23	3.67	3.44	4.23	3.77
Belonging	20.83	18.67	19.86	23.17*	23.81*	24.08*
	4.23	4.31	4.88	2.90	4.62	3.39
Withdrawal	13.29	13.67	14.69	12.03	12.81	12.57*
	3.64	2.73	2.65	3.76	3.49	3.44
Social Stds	15.26	13.33	15.03	18.31*	20.22*	20.16*
	3.97	3.05	3.67	3.79	3.14	2.62
Social Skill	7.40	7.52	7.09	9.10*	9.74*	9.22*
	2.14	2.22	1.99	2.54	2.26	1.89
Anti-Social	12.20	11.64	12.31	11.41	12.67	13.19
	3.07	2.63	2.46	3.86	3.33	2.49
Family Relns	9.97	10.18	10.31	12.21*	12.19*	13.11*
	3.34	2.66	3.68	2.16	2.18	2.42
School Relns	22.66	21.21	22.54	21.69	21.96	22.24
	5.50	4.86	3.83	4.81	4.17	3.23
Community Relns	25.60	23.67	25.86	24.93	25.00	25.57
	6.17	5.81	7.26	5.05	6.95	4.57

* $p < .05$ on pre-post difference

Table 8: Grades 10-12 Pre-Post Attitude Scale Means, St. Francis

Subtest	Fall, 1975 Testing			Spring, 1976 Testing		
	Gr. 10 n= 32	Gr. 11 n= 21	Gr. 12 n= 24	Gr. 10 n= 36	Gr. 11 n= 23	Gr. 12 n=
Self Reliance	12.75	11.86	11.71	15.83*	16.04*	16.0
	2.99	1.74	2.68	2.77	1.69	2.4
Personal Worth	8.28	7.48	7.38	8.39	8.61*	8.74
	2.05	1.83	1.53	2.05	2.10	1.89
Personal Freedom	10.84	9.86	10.33	10.72	9.30	9.91
	2.87	2.37	3.92	3.98	3.46	3.84
Belonging	19.53	18.24	16.71	23.47*	23.22*	22.39*
	3.53	4.67	4.91	3.37	2.63	4.32
Withdrawal	13.59	13.19	11.58	13.00	11.78*	9.78*
	2.98	4.00	3.61	3.31	3.26	3.74
Social Adjustment	13.19	15.10	12.96	19.39	20.17*	18.65*
	3.25	3.19	4.27	2.43	2.16	5.08
Social Skills	8.49	8.19	7.67	9.22	9.09	8.83
	2.37	2.02	2.96	2.11	1.81	3.49
Anti-Social	11.72	12.62	11.13	13.14*	11.96	11.96
	2.26	2.38	2.58	2.88	2.36	2.99
Family Relns	10.84	9.95	10.17	12.33*	12.96	12.26*
	3.56	2.80	3.75	2.86	2.74	2.43
School Relns	22.56	22.24	21.92	21.08	21.39	20.78
	3.07	3.49	3.92	4.17	2.84	3.40
Community Relns	24.41	25.57	21.92	24.44	23.30*	22.22
	6.05	7.32	5.08	5.41	3.83	4.19

* $p < .05$ Pre Post Differences

Table 9: Scale Reliabilities for
Career Education Attitude Instruments

NOTE: all reliabilities constructed using Hoyt's ANOVA formula

Scale	Grades 1-3		Grades 4-6		Grades 7-12	
	M	SF	M	SF	M	SF
	n= 42	n= 96	n= 40	n= 87	n= 129	n= 180
Self-Reliance	.02	.19	0	.20	.38	.30
Personal Worth	.63	.15	.21	.73	.39	0
Personal Freedom	0	0	.83	.49	.56	.44
Belonging	.24	.36	.51	.69	.66	.60
Family Relations	.38	.37	.41	.65	.72	.57
Withdrawal	.42	.55	.76	.31	.55	.36
Social Adjustment	.35	.18	.24	.02	.27	.21
Social Skills	.12	.18	.36	.68	.35	.08
Anti-Social	.62	.58	.39	.75	.53	.40
School Relns	.43	.42	.08	.60	.31	.32
Community Relns	.65	.36	.73	.75	.69	.74

12. Anticipated Changes and/or Problems

A. Due to the fact that Indian language skills at Marty were not as pronounced as anticipated, the bilingual aspect did not receive as much attention as originally planned. Thus, the community relations aspect of the Bilingual Curriculum Developer was enhanced. The person filling this position, Mrs. Claire LaMonte Strother, had her job site changed to the Marty community in order that the project be more responsive to the needs there. Bilingual materials development remained as a major thrust of the project. However, community relations was added, making the position more effective. No other changes were necessary.

B. Community members and parents showed great reluctance in having their interviews taped. More work needs to be done to overcome this reluctance.

C. Some employers in Marty and surrounding communities exhibited reluctance in discussing the details of their various job positions. The Wagner Pork Plant, 10 miles from Marty, was very reluctant to discuss details of their plant operations. This plant, residing on tribal land, was the scene of a violent takeover by Indian militants last year. Additionally, the Army Corps of Engineers-operators of the Ft. Randall Dam located about 15 miles from Marty, refused any cooperation to the project beyond listing the total number and names of jobs presently conducted at their site. In an attempt to explain the motivation of the project, the project Director wrote a letter of credentials for the staff member responsible for contacts with them. A copy of the letter appears in Appendix E.

13. Dissemination Activities (See Appendix F for appropriate documentation)

A. Upon notification of being funded, the University of South Dakota developed a project abstract for the purpose of explaining the project. This abstract has been sent to a number of individuals and agencies requesting information on the project.

B. The staff designed and printed a number of posters for the project and have distributed them throughout the state of South Dakota and elsewhere when possible. A total of 100 posters were printed and distributed. Copies of the posters have been sent to Office of Career Education, USOE.

C. Dr. Donald Ross, Curriculum Development Specialist, attended the American Psychological Association meeting in Chicago on September 1 through September 2 and also met with the Illinois Federation of Women's Clubs. At both meetings Dr. Ross presented the Career Education Project and discussed implications thereof.

D. On October 18 Marv Buzzard, director, and Ed Ward, Media Specialist, attended the South Dakota Indian Education Association meeting at Pierre, South Dakota. Mr. Buzzard served as member of a panel whose topic was career education and Mr. Ward manned a display booth sponsored by the project.

E. From November 6-9, Dr. Ross, Mr. Ward, and Ms. Ruby Poorman, project secretary, attended the National Indian Education Conference in Oklahoma City, Oklahoma. All staff members presented materials concerning the project and set up display areas where possible.

F. On December 22, Dr. Ross made a presentation to the staff of

the Pierre Indian School, Pierre, South Dakota on the project and activities to that date.

G. Members of the Career Education Staff have served as speakers to groups who are interested in Career Education Development, the American Indian student, and bicultural education development. In addition they also serve, or have served, as resource persons to American Indian Graduate students working on advanced degrees in the School of Education.

H. On February 4, 1976, Mr. Wayne Evans, Coordinator of Indian Academic Affairs, Mr. Mark St. Pierre, Field Coordinator for the Curriculum/Personnel Resource Center for Indian Education, and Mr. Rick LaPointe, Director of Native American Graduate Programs traveled to Pierre on behalf of the project. Traveling with project staff, they made presentations to state legislators, Department of Public Instruction personnel, and others on the status and need for Career Education.

I. On February 26, Dr. Ross attended the State Career Education meeting in Pierre as a State Career Education Advisory Committeeman. Dr. Ross made a presentation concerning project activities to that date.

J. On April 13, Dr. Ross attended the State Career Education Symposium presented for South Dakota's Governor, the Board of Regents, and the Governor's Advisory Committee on Indian Affairs. Dr. Ross made a presentation on materials developed by the project and the use of them.

K. On April 15, the entire project staff traveled to Madison, S.D. to meet with personnel from the State Career Education Project,

The purpose of this meeting was to improve communications and the efforts of both projects.

L. On April 15, Mr. Rick La Pointe, Director of Native American Graduate Programs and a consultant to the project, made a presentation at Sisseton High School, Sisseton, S.D. This presentation discussed Career Education activities with the Indian staff and assessed the need for the development of Career Education materials.

M. On April 19-21, Dr. Ross presented a series of lectures on Career Education at the University of Washington, Seattle, Washington. Dr. Ross presented materials developed by the project to staff personnel and Indian club members.

N. On April 22-23, Marv Buzzard, Project Director, traveled to Pierre, S.D. to meet with a task force from the University of South Dakota's Indian Council. The purpose of this meeting was to explain the impact of the project and Career Education on Indian Education.

O. From May 16th through 18th, 1976, Marv Buzzard, Project Director and Dr. Donald Ross, Curriculum Specialist, attended the Project Director's meeting sponsored by the Office of Career Education, USOE. Materials developed by the project were placed on display for viewing by those in attendance.

P. From May 18th through May 21st, Marv Buzzard, Project Director attended the Washington Policy Seminar sponsored by the Institute for Educational Leadership in Washington, D.C.. Twenty Career Educators were chosen to be a part of the Institute to get a first hand look at policy making at the federal level and

provide input on reactions and recommendations.

Q. Materials and publications developed by the project have been disseminated to the following agencies or personnel:

SOUTH DAKOTA SCHOOLS

Andes Central Ind. No. 103
Lake Andes, So. Dak.

Bonesteel Ind. No. 113
Bonesteel, So. Dak.

Chamberlain Ind. No. 1
Chamberlain, So. Dak.

Douglas Ind. No. 3
Ellsworth Air Force Base
Rapid City, So. Dak.

East Charles Mix Ind. No. 102
Wagner, So. Dak.

Edgemont Ind. No. 40
Edgemont, So. Dak.

Flandreau Ind. No. 3
Flandreau, So. Dak.

Gregory Ind. No. 111
Gregory, So. Dak.

Hot Springs Ind. No. 10
Hot Springs, So. Dak.

Kadoka Ind. No. 50
Kadoka, So. Dak.

Lemmon Ind. No. 88
Lemmon, So. Dak.

Lyman Ind. No. 12
Presho, So. Dak.

McLaughlin School Sys.
McLaughlin, So. Dak.

Murdo Ind. No. 32
Murdo, So. Dak.

Oelrichs Ind. No. 38
Oelrichs, So. Dak.

Rapid City Ind. No. 1
Rapid City, So. Dak.

Sisseton Ind. No. 1
Sisseton, So. Dak.

Smee Ind. No. 4
Wakpala, So. Dak.

Spearfish Ind. No. 104
Spearfish, So. Dak.

Todd County Ind. No. 1
Mission, So. Dak.

Vermillion Ind. No. 5
Vermillion, So. Dak.

Wall Ind. No. 58
Wall, So. Dak.

Waubay Ind. No. 184
Waubay, So. Dak.

West River Ind. No. 18
Dupree, So. Dak.

White River Ind. No. 29
White River, So. Dak.

Winner Ind. No. 110
Winner, So. Dak.

Wood Ind. No. 30
Wood, So. Dak.

Bennet County High No. 1
Martin, So. Dak.

Eagle Butte Ind. No. 3
Eagle Butte, So. Dak.

Shannon County Ind. No. 1
Batesland, So. Dak.

SOUTH DAKOTA SCHOOLS cont.

Shannon Co. BIA School System
Pine Ridge, So. Dak.

Bennet County Common Schools
Martin, So. Dak.

NON-PUBLIC SCHOOLS

Brainerd Indian School
Hot Springs, So. Dak.

Crow Creek Reservation High School
Stephan, So. Dak.

Flandreau Indian School
Flandreau, So. Dak.

Lower Brule School
Lower Brule, So. Dak.

Marty Indian School
Marty, So. Dak.

Red Cloud Indian School
Holy Rosary Mission
Pine Ridge, So. Dak.

St. Francis Indian School
St. Francis, So. Dak.

St. Mary's Episcopal School
for Indian Girls
Springfield, So. Dak.

Bullhead Day School
Bullhead, So. Dak.

Ft. Thompson Communtiy School
Ft. Thompson, So. Dak.

Little Eagle Day School
Little Eagle, So. Dak.

Our Lady of Lourdes Elementary
Porcupine, So. Dak.

St. Agnes School
Vermillion, So. Dak.

St. Joseph's Indian School
Chamberlain, So. Dak.

NON-PUBLIC SPECIAL EDUCATION SCHOOLS

Lewis & Clark Mental Health
Center Sheltered Workshop
Yankton, So. Dak.

Pierre Indian Learning Center
Pierre, So. Dak.

Rosebud School for Exceptional
Children
Mission, So. Dak.

Sky Ranch for Boys, Inc.
Sky Ranch, So. Dak.

WYOMING SCHOOLS

Ft. Washakie, Wyo.

ARIZONA

Navajo Public School District
Window Rock, Arizona

NORTH DAKOTA SCHOOLS

Cannonball School
Cannonball, N. D.

Mandaree School
Mandaree, N. D.

Newtown Schools
Newtown, N. D.

Ft. Totten Schools
Ft. Totten, N. D.

Whiteshield Day School
Whiteshield, N. D.

MONTANA SCHOOLS

Elmo Schools
Elmo, Mont.

Helena School Sys.
Helena, Mont.

MONTANA SCHOOLS cont.

Polson Schools
Polson, Mont.

Browning Schools
Browning, Mont.

Dixon School
Dixon, Mont.

Brockton School
Brockton, Mont.

Box Elder School
Box Elder, Mont.

Valle School
Valle, Mont.

Colstrip School
Colstrip, Mont.

Great Falls Schools
Great Falls, Mont.

Harlen Schools
Harlen, Mont.

Frazer School
Frazer, Mont.

Hardin Schools
Hardin, Mont.

Billings Schools
Billings, Mont.

Heart Butte School
Heart Butte, Mont.

Hays Schools
Hays, Mont.

Havre Schools
Havre, Mont.

Wolf Point Schools
Wolf Point, Mont.

St. Ignatius School
St. Ignatius, Mont.

Crow Agency School
Crow Agency, Mont.

Ronan School
Ronan, Mont.

Rocky Boy School
Rocky Boy, Mont.

Pryor School
Pryor, Mont.

Lame Deer School
Lame Deer, Mont.

COLLEGES

Montana State
Bozeman, Mont.

Northern Montana
Havre, Montana

University of Montana
Missoula, Montana

College of Great Falls
Great Falls, Mont.

Black Hills State College
Spearfish, So. Dak.

Northern State College
Aberdeen, So. Dak.

Huron College
Huron, So. Dak.

Sioux Falls College
Sioux Falls, So. Dak.

Augustana College
Sioux Falls, So. Dak.

Yankton College
Yankton, So. Dak.

Mt. Marty College
Yankton, So. Dak.

U. of S.D. Springfield
Springfield, So. Dak.

COLLEGES cont.

Dakota State College
Madison, So. Dak.

Institute of Indian Arts
Santa Fe, New Mexico

Haskell American Indian Junior College
Lawrence, Kansas

Bacone College
Bacone, Oklahoma

Sinte Gleska Community College
Rosebud, So. Dak.

Pine Ridge Community College
Pine Ridge, So. Dak.

University of Kansas
Lawrence, Kansas

Morningside College
Sioux City, Iowa

Buena Vista College
Storm Lake, Iowa

University of Wyoming
Laramie, Wyoming

INDIVIDUALS

Govenor Kniep
State of South Dakota

Members of the South Dakota Board of Regents

Dr. Carolyn Attneau
Indian Studies
University of Washington
Seattle, Washington

Dr. Joseph Trimble
Battelle Human Affairs Research Center
Seattle, Washington

Mr. William Wolf & Staff
Director, Indian Upward Bound
University of Minnesota
Minneapolis, Minn.

Individual Members
National Directors of Career Education Project

School of Education
University of South Dakota
Faculty

South Dakota Career Education Project
Madison, So. Dak.

14. Special Activities:

The entire project was aimed at reducing race stereotyping in career choices. The project established an advisory board which served in evaluation and dissemination components. Advisory Board members participated in the development of program objectives, advised on the expenditure of program funds and in the planning of the program operational structure. The board participated in the development and refinement of the career education materials, and publications in order to assure the bicultural and bilingual heritage of the Sioux Indian children are presented in an accurate format. A number of individuals agreed to serve on the board and the composition of the board reflects the following:

One teacher/counselor from the Marty Indian School - Ms. Mary Beth Day

One teacher from the Marty Indian School - Joseph Dudley

One Indian parent from the Yankton Indian Reservation - Louise Dauphanais

One school board member from the Marty Indian School - Edith Red Buffalo

One representative from the School of Education, University of South Dakota - Dr. Joan England

Identification of selected board members occurred after the Project Director received official grant award notification from the U.S. Office of Education.

In May of 1976, the Project sponsored a Career Education Symposium concerning the American Indian. As an integral part of the Symposium, stereotyping of the Indian, and sex stereotyping of the Indian male and Indian female was explored.

APPENDIX A

MARTY BOARD RESOLUTION

Marty Indian School

SCHOOL BOARD MINUTES

September 9, 1975

I. CALL MEETING TO ORDER:

Mr. Stephen Cournoyer, Sr., Chairman presiding called the regularly scheduled meeting to order at 7:45 p.m., in Tedawitha on the 2nd Floor Conference Room.

II. INVOCATION:

The invocation was given by Edith Red Buffalo.

III. ROLL CALL:

MEMBERS PRESENT:
Stephen Cournoyer, Sr.
Thelma Selwyn
Margaret Fischer
Bertha Hare
Joanette Drapeau
Edith Red Buffalo
George Drapeau

MEMBERS ABSENT:
Conrad Bicknese (E)
Sharon Drapeau

GUESTS PRESENT:
Marvin Buzzard - USD
Dr. Donald D. Ross - USD
Robert Swan - USD
Claire Strather - USD
Ed Ward - USD
Sr. Christine - DPIL
Enoch L. LaPointe - DPIL
Paul Dauphinais - DPIL
Harold McBride - DPIL
Louise Dauphinais - DPIL
Ed Roman - DPIL
Frances C. Hart - DPIL
Rosemary Rouse
Mabel Drapeau
Henry Hare, Sr.

IV. APPROVAL OF AUGUST 12, 1975 MINUTES:

The Chairman asked the members if they felt it was necessary to read the minutes of the previous meeting and if there were any changes, additions or corrections to be made, all agreed that there were none after discussing the matter.

Mr. Cournoyer made a motion to dispense with reading the minutes and accept the minutes as presented. Thelma Selwyn second the motion, passed unanimously with 2 absent.

V. NEW BUSINESS:

Mr. Marvin Buzzard, Director of the Career Education Demonstration Project for American Indian Children introduced 3 faculty members from the University of South Dakota, following were Dr. Donald D. Ross-Clinical Instructor in Indian Education, Ms Claire Strather-Bilingual Specialist, and Ed Ward-Photographer. Dr. Ross gave a summary of the Demonstration Project's purpose which Marty Indian School was selected for in the future. Dr. Ross said the primary function of this project is to explore possibilities in this area

for specific jobs and intent to provide material for students to make choices that will help them acquaint with careers and establishing careers. When the Demonstration Program is set up this is a break-down of what they would like to administer;

1. CAREER EDUCATION
   a. teaching
   b. nursing
   c. clerical

2. CYCLE OF RELEVANCE

3. NEEDS OF MAN
   a. physical needs
   b. safety
   c. social
   d. ego
   e. self-fulfillment

4. BACK TO CYCLE OF RELEVANCE
   a. society

5. CYCLE OF RELEVANCE
   a. career education
   b. philosphy, planning, teaching & learning

6. CAREER EDUCATION - all cycles work together and plan what steps will be taken and what programs are being made and add to them.

7. CAREER EDUCATION GOALS
   a. self identity - 7 in all

8. SPECIFIC CAREER AREAS
   there are 18 areas

9. GENERAL OCCUPATION AREAS
   5 in all, some were; politics, religion & education

After the summary board members held an open discussion on whether or not the project should be continued, a question was brought up to Mr. Woodeschick concerning interference with the students scheduling. He felt the students need to be made aware of their careers and those that are available to them. Other members expressed an interest in the project, they were in favor with any type of training which will offer opportunities for the children at Marty. What students need is an expansion in fields and careers to keep them interested.

Mr. Cournoyer, Chairman asked if there were any objections - none at the present time. The School Administration should submit reports to the School Board on their progress.

Thelma Selwyn made a motion to formerly accept the Career Education Project as presented by the University of South Dakota. Edith Red Buffalo second the motion, all were in favor (by voiced vote) with 2 absent, motion carries affirmative.

Sr. Christine will set up meetings with the School Board and include 3 or 4 staff people in regards to the above matter.

VI. POSITIONS FOR APPROVAL: (List of Employees) ATTACHMENT 1.

The Superintendent and Executive Director listed employees that were recently hired and asked for Board approval;

2 Secretaries
Donna Hysell
Frances C. Hart

Bus Drivers
Alan Dawn Byrd
Keith LaMotte
Thomas Cournoyer

Student Services
Marie Clampett

Night Watchman
Clifford Bernie, Sr.

Elementary Teacher
Joyce Ballard

Dorm Staff
Lorenzo Dion
Beatrice Guzman
Judy Kalkowski
Nathan Le Claire
Isabel Schunk
Josephine Schunk
Isaac Primeau

Day Care
Joan Archambeau
Sharon Drapeau

Food Services
Sheila Stricker
Mary Lou Zephier
Marlene Schunk

Elementary Teacher/Part Time H.S. English Teacher
James Volberding, Jr.

Open discussion was held between Board members and DPIL staff. Questions were directed to Sr. Christine such as, how she based her decision on hiring, if positions have job descriptions, and what qualifications are required for employment. Sr. Christine said at this time job opportunity, skill and in various positions, age difference is considered. A Chart was made up for the employees, and according to their experience in that particular field and education they receive their annual income. One of the main issues brought up was to have the Night Watchman deputized or bonded as a certified Security Guard. This would give him the authority to handle legal matters if they should rise. Mr. LaPointe mentioned that what is needed is both a Night Watchman and Security Guard, but at this time there are no funds available. In the mean time, they would have to see how the Night Watchman works out.

APPENDIX B

Parent Needs Assessment

cover letter, Survey, and

Tabulated Results

Curriculum/Personnel
Resource Center
For Indian Education
Suite 205, School of Education
The University of South Dakota

Dear Parent:

The Curriculum/Personnel Resource Center for Indian Education, School of Education, University of South Dakota is presently operating a Career Education Program funded by the U.S. Office of Education. As part of the programs operations, the Marty Indian School serves as a demonstration site.

The enclosed questionnaire, developed by the project, is being mailed to you with two purposes in mind. The first is to get information as to your feelings and attitude toward Marty Indian School and Career Education as a subject. The second is to get your recommendations as to what may be done in this area.

Your responses will be maintained in strict confidentiality and will be used for program improvements only. If you do not wish to fill in your name it is not required. All we ask is that you answer all of the questions as openly and frankly as possible. Please reply in the stamped, self-addressed envelope. Without your assistance, we cannot properly meet the needs of you and your child.

It is our hope to be of some service to you, as we further develop the Career Education Program. We feel that it is another step in the direction of providing relevant education for our Indian children.

Very truly yours,

Mary Buzzard

Mary Buzzard
Project Director

THE UNIVERSITY OF SOUTH DAKOTA•VERMILLION, SOUTH DAKOTA•57069

Equal Opportunity - Affirmative Action Employer

Parent Survey Questionnaire
Career Education Program
Marty Indian School System
Marty, South Dakota

1. Parent's Name _____
2. Occupation _____
3. Address _____

4. Parent's High School _____ Marty _____ Other

5. Number of children you have in the Marty School System (Circle)

6.

Grade Level	K-0	Grade Level	6th-3
Grade Level	1st-2	Grade Level	7th-6
Grade Level	2nd-1	Grade Level	8th-4
Grade Level	3rd-1	Grade Level	9th-6
Grade Level	4th-1	Grade Level	10th-8
Grade Level	5th-0	Grade Level	11th-5
		Grade Level	12th-5

7. I think that Marty is a "Good" school for our children. 1 disagree 22 agree

8. Circle one: I send my children to Marty School for the following reason:

   A. I send my children to Marty school, because Marty cares for children and helps them with individual problems. 13

   B. I send my children to Marty because its located near my home. 1

   C. I send my children to Marty because the Law requires children to attend school and Marty is the nearest school. 1

   D. I send my children to Marty School because Marty cares for children, helps them grown, and is located near my home. 1

   E. Other Reasons: (Explain) 9

_____

_____

_____

_____

9. I plan to have my children attend High School at Marty. 2 No 14 Yes

10. I think that Indian Culture Studies should be required for all students in the Marty School System. 5 disagree 20 agree

11. How should Indian Culture Studies be fitted into the Marty School Curriculum: Circle One:

A. Involved into all subject courses. 9
B. Special course - Required 6
C. Special Course - Elective 11
D. Should not be in school curriculum. 0

12. 16 do and/or 5 do not understand what Career Education means

13. My children should eventually choose where they wish to live and choose a career accordingly. 1 disagree 23 agree

14. I think Marty School could help our children, more by being involved in the U.S.D. Career Education Program. 0 disagree 19 agree

15. I have discussed with my child 7 No 3 Yes and we believe the following professions are needed on the Indian reservations:

A. _____

B. _____

C. _____

D. _____

16. Given the choice, I would rather have my child pursue: (Check one)

11 A. College Career

10 B. Training for a vocational career

17. I think children from Marty School should receive career training within the state of South Dakota. 5 disagree 14 agree

18. I would object if my child was to go out of the state of South Dakota for Career training. 13 disagree 6 agree

19. The information my child and I need about financial aid, for colleges and uni-universities with Indian Studies Program, are available to me through Marty School. 4 No 8 Yes

20. The Marty School could improve child's education by:

_____

_____

_____

21. The Career Education Program from the University of South Dakota could help me and my child by:

_____

_____

APPENDIX C

EVALUATION INSTRUMENTS

Answer by circling the symbol *no* *maybe* *yes*

1. **Is it easy for you to play by yourself when there's no one else around?**

2. **Do you feel good when people say nice things about you?**

3. **Do you start games with others?**

4. **Do you finish games to the end?**

5. **Does someone help you dress?**

6. **Do you cut your own meat?**

Answer by circling the symbol *no* *maybe* *yes*

1. Do the kids in your class think you can do things well?

2. Do you do things for other children?

3. Do other children have more friends than you?

4. Do most of the boys and girls like you?

5. Do people think that other children are better than you?

6. Does your family think you are smart?

7. Are you smarter than other children?

8. Do you like yourself?

Answer by circling the symbol *no* *maybe* *yes*

1. Do you pick out the clothes you wear?

2. Do you ever tell others to let you alone?

3. Do you go to different places by yourself?

4. Does your family keep you from playing with some children you like?

5. Do you play the games you like?

6. Do you get punished for things you do?

7. Do you have to stay at home or in the dorm too much?

8. Do you do most of the things you like to do?

Answer by circling the symbol

no

maybe

yes

1. Do you have a good friend?

2. Are there people you don't like?

3. Do you have fun with the children at school?

4. Are you lonesome even when you are with people?

5. Do people like to have you around them?

6. Do other children make fun of you?

Answer by circling the symbol *no* *maybe* *yes*

1. Do you wish you could live in some other place?

2. Are the people at home or in the dorm always good to you?

3. Is it hard to talk things over with your family?

a. Does your family understand you?

4. Is there someone at home or in the dorm who does not like you?

5. Do you feel that no one at home or in the dorm loves you?

Answer by circling the symbol *no* *maybe* *yes*

1. Do you keep quiet when people talk about you?

2. Do you fight back when boys and girls are mean to you?

3. Do you keep quiet when children say things that hurt your feelings?

4. Are there grown ups that you hate because they are mean to you?

5. Do you often feel so bad that you don't know what to do?

6. Would you rather watch others play than play with them?

Answer by circling the symbol *no* *maybe* *yes*

1. **Is it all right to cry if you can't have your own way?**

2. **Should a person break a promise?**

3. **Do children need to ask their family or people in dorms if they may do things?**

4. **Do you need to thank everyone who does things for you?**

5. **Is it all right to cheat if no one sees you?**

6. **Do you cry when things go wrong?**

Answer by circling the symbol □ *no* ○ *maybe* ★ *yes*

1. Do you talk to new children at school or in your class?

□ ○ ★

2. Is it hard for you to talk to grown-ups?

□ ○ ★

3. Does it make you ry when people stop you from doing things?

□ ○ ★

4. Are you sometimes mean to other children when you are playing with them?

□ ○ ★

5. Do you play games with other children even when you don't want to?

□ ○ ★

6. Do other children play fair?

□ ○ ★

Answer by circling the symbol □ *no* ○ *maybe* ☆ *yes*

1. Do people make you angry?

□ ○ ☆

2. Do you make a fuss to get people to accept you?

□ ○ ☆

3. Are there some people so bad that you are mean to them?

□ ○ ☆

4. Is there someone at home or in the dorm so mean that you get angry at them?

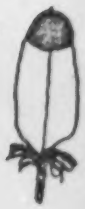
□ ○ ☆

5. Do the boys and girls quarrel and fight with you?

□ ○ ☆

6. Have you made fun of other children?

□ ○ ☆



Answer by circling the symbol

no *maybe* *yes*

1. Are there many mean children in your school?

2. Do the boys and girls think that you are nice to them?

3. Do you think that some teachers do not like children?

4. Would you rather stay home from school if you could?

5. Is it hard to like the others in your classroom?

6. Do other boys and girls say that you don't play fair in games?

7. Do the children at school ask you to play games with them?

Answer by circling the symbol *no* *maybe* *yes*

1. Do you play with the children living near you?

2. Do the people near your home like you?

3. Do the people near your home act mean to you?

4. Do you have good times with people who live near you?

NAME _____

Indian Attitude Survey

Grades 4-6

1. Write your first and last name at the top of this page.

2. This is a questionnaire which asks how you feel about things. It is not a test and there are no right or wrong answers. For each question, read it and circle the box ☐ if you answer NO to the question. If you are not sure how to answer or you would say "maybe" to it, circle the ball ○ . If you answer the question YES, circle the star ★ .

3. Example: Do you like Christmas?

If you like Christmas, circle the star. If you are not sure, but maybe like Christmas, circle the ball. If you don't like Christmas, circle the box.

4. After you finish one page you may go on to the next.

5. Turn to the page with a peace pipe on it and begin.

Answer by circling the symbol

no

maybe

yes

1. Is it easy for you to play by yourself when there's no one else around?

2. Do you feel good when people say nice things about you?

3. Do you start games with others?

4. Do you finish games to the end?

Answer by circling the symbol *no* *maybe* *yes*

1. Do the kids in your class think you can do things well?

2. Do you do things for other children?

3. Do other children have more friends than you?

4. Do most of the boys and girls like you?

5. Do people think that other children are better than you?

6. Does your family think you are smart?

7. Are you smarter than other children?

8. Do you like yourself?

Answer by circling the symbol □ *no* ○ *maybe* ★ *yes*

1. Do you pick out the clothes you wear?

□ ○ ★

2. Do you ever tell others to let you alone?

□ ○ ★

3. Do you go to different places by yourself?

□ ○ ★

4. Does your family keep you from playing with some children you like?

□ ○ ★

5. Do you play the games you like?

□ ○ ★

6. Do you get punished for things you do?

□ ○ ★

7. Do you have to stay at home or in the dorm too much?

□ ○ ★

8. Do you do most of the things you like to do?

□ ○ ★

Answer by circling the symbol

no *maybe* *yes*

1. Do you have a good friend?

2. Are there people you don't like?

3. Do you have fun with the children at school?

4. Are you lonesome even when you are with people?

5. Do people like to have you around them?

6. Do other children make fun of you?

Answer by circling the symbol *no* *maybe* *yes*

1. Do you wish you could live in some other place?

2. Are the people at home or in the dorm always good to you?

3. Is it hard to talk things over with your family?

a. Does your family understand you?

4. Is there someone at home or in the dorm who does not like you?

5. Do you feel that no one at home or in the dorm loves you?

Answer by circling the symbol *no* *maybe* *yes*

1. Do you keep quiet when people talk about you?

2. Do you fight back when boys and girls are mean to you?

3. Do you keep quiet when children say things that hurt your feelings?

4. Are there grown ups that you hate because they are mean to you?

5. Do you often feel so bad that you don't know what to do?

6. Would you rather watch others play than play with them?

Answer by circling the symbol □ *no* ○ *maybe* ★ *yes*

1. **Is it all right to cry if you can't have your own way?**

□ ○ ★

2. **Should a person break a promise?**

□ ○ ★

3. **Do children need to ask their family or people in dorms if they may do things?**

□ ○ ★

4. **Do you need to thank everyone who does things for you?**

□ ○ ★

5. **Is it all right to cheat if no one sees you?**

□ ○ ★

6. **Do you cry when things go wrong?**

□ ○ ★

Answer by circling the symbol *no* *maybe* *yes*

1. Do you talk to new children at school or in your class?

2. Is it hard for you to talk to grown-ups?

3. Does it make you angry when people stop you from doing things?

4. Are you sometimes mean to other children when you are playing with them?

5. Do you play games with other children even when you don't want to?

6. Do other children play fair?

Answer by circling the symbol □ *no* ○ *maybe* ☆ *yes*

1. Do people make you angry?

□ ○ ☆

2. Do you make a fuss to get people to accept you?

□ ○ ☆

3. Are there some people so bad that you are mean to them?

□ ○ ☆

4. Is there someone at home or in the dorm so mean that you get angry at them?

□ ○ ☆

5. Do the boys and girls quarrel and fight with you?

□ ○ ☆

6. Have you made fun of other children?

□ ○ ☆

Answer by circling the symbol □ *no* ○ *maybe* ☆ *yes*

1. Are there many mean children in your school?

□ ○ ☆

2. Do the boys and girls think that you are nice to them?

□ ○ ☆

3. Do you think that some teachers do not like children?

□ ○ ☆

4. Would you rather stay home from school if you could?

□ ○ ☆

5. Is it hard to like the others in your classroom?

□ ○ ☆

6. Do other boys and girls say that you don't play fair in games?

□ ○ ☆

7. Do the children at school ask you to play games with them?

□ ○ ☆

Answer by circling the symbol *no* *maybe* *yes*

1. **Do you play with the children living near you?**

2. **Do the people near your home like you?**

3. **Do the people near your home act mean to you?**

4. **Do you have good times with people who live near you?**

NAME_____

GRADE_____

Indian Attitude Survey

1. This booklet has statements about you and your surroundings which you may or may not agree with. There are no right or wrong answers, only your opinions. The statements will be interpreted by Indian counselors and teachers to help you decide what you would like to do in school and in your later working life.

2. Write your name and grade at the top of this page.

3. The next few pages have statements about you and your surroundings, followed by five numbers 1, 2, 3, 4, 5. If you REALLY AGREE with the statement, circle 1 for that statement.

   If you SORT OF AGREE with the statement, circle the 2.

   If you are NOT SURE or have no opinion about that statement, circle the 3.

   If you SORT OF DISAGREE with the statement, circle the 4.

   If you REALLY DISAGREE with the statement, circle the 5.

4. As an example, the statement is:

	REALLY AGREE	SORT OF AGREE	NOT SURE	SORT OF DISAGREE	REALLY DISAGREE
SUMMER IS FUN	1	2	3	4	5

   Circle how you feel about this statement.

5. If you have a question, raise your hand.

6. When you are finished with the booklet, turn it over. There is no time limit.

7. Turn the page. You may begin.

	Really Agree	Sort of Agree	Not Sure	Sort of Disagree	Really Disagree
1. It is hard for you to continue with your work when it becomes difficult.	1	2	3	4	5
2. You give a lot of thought to your future work or career.	1	2	3	4	5
3. It is easier to do things that your friends suggest than to make your own plans.	1	2	3	4	5
4. You usually do things that are good for you even if you do not like them.	1	2	3	4	5
5. You usually keep at your plans until they are finished.	1	2	3	4	5
6. People seem to think that you are dependable.	1	2	3	4	5
7. You feel that people often treat you rather badly.	1	2	3	4	5
8. Most of your friends and classmates do nice things for you.	1	2	3	4	5
9. You often have to stand up for your freedom or other rights.	1	2	3	4	5
10. You are allowed to say what you believe about things.	1	2	3	4	5
11. You are usually allowed to attend the activities that you like.	1	2	3	4	5
12. You feel that you are given enough freedom to do what you want to do.	1	2	3	4	5
13. You are free to go to interesting places during your spare time.	1	2	3	4	5
14. You feel that you fit well into the community in which you live.	1	2	3	4	5
15. You feel that your classmates are glad to have you as a member of their school.	1	2	3	4	5
16. The people at home or in the dorm make you feel that you are an important part of the family or group.	1	2	3	4	5
17. You have found it difficult to make as many friends as you wish.	1	2	3	4	5

	Really Agree	Sort of Agree	Not Sure	Sort of Disagree	Really Disagree
18. You have enough friends to make you feel good.	1	2	3	4	5
19. You feel that you are an important part of your school.	1	2	3	4	5
20. You feel that people usually think well of you.	1	2	3	4	5
21. You find it difficult to associate with the opposite sex.	1	2	3	4	5
22. Your responsibilities and problems are big enough that you often get discouraged.	1	2	3	4	5
23. You often feel lonesome even when you are with people.	1	2	3	4	5
24. You find many people tend to say and do things that hurt your feelings.	1	2	3	4	5
25. You often feel that people do not appreciate you or treat you as they should.	1	2	3	4	5
26. It is all right to make a scene in order to get your own way.	1	2	3	4	5
27. It is all right to ignore teachers' requests if they appear to be unfair.	1	2	3	4	5
28. It is always necessary to express appreciation for help or favors.	1	2	3	4	5
29. It is all right to cheat in a game when you will not get caught.	1	2	3	4	5
30. The beliefs of some people are so odd that it is all right to make fun of them.	1	2	3	4	5
31. Older people deserve special help not given others.	1	2	3	4	5
32. It is easy for you to talk with people as soon as you meet them.	1	2	3	4	5
33. You find that it causes you trouble when you help others.	1	2	3	4	5
34. You have many friends rather than just a few.	1	2	3	4	5

	Really Agree	Sort of Agree	Not Sure	Sort of Disagree	Really Disagree
35. You are often forced to show some temper or anger in order to get what is coming to you.	1	2	3	4	5
36. Teachers and other people are often so unfair that you do not obey them.	1	2	3	4	5
37. You often have to fight or quarrel in order to get your rights.	1	2	3	4	5
38. You have to stand up for your rights.	1	2	3	4	5
39. Members of your family often have good times together.	1	2	3	4	5
40. Your folks take time to get to know your problems.	1	2	3	4	5
41. The members of your family seem to criticize you a lot.	1	2	3	4	5
42. You sometimes feel like leaving your home for good.	1	2	3	4	5
43. You are usually a member of a club, team, or other organization at school.	1	2	3	4	5
44. Your classmates are usually friendly to you.	1	2	3	4	5
45. You would like to be chosen more often to take part in games and other activities.	1	2	3	4	5
46. If it were right, you would stay away from school as often as possible.	1	2	3	4	5
47. Many of the teachers seem to be unfair or unreasonable to their students.	1	2	3	4	5
48. You enjoy being alone more than being with your classmates.	1	2	3	4	5
49. You can talk over your problems with at least one of your teachers.	1	2	3	4	5
50. You feel that some teachers like other students more than you.	1	2	3	4	5
51. You dislike taking responsibility for the welfare or safety of children or old people.	1	2	3	4	5

	Really Agree	Sort of Agree	Not Sure	Sort of Disagree	Really Disagree
52. There are people of certain races that one should not be expected to put up with.	1	2	3	4	5
53. You do things to improve the looks of your home surroundings.	1	2	3	4	5
54. For the most part, your neighbors are the kind of people you like.	1	2	3	4	5
55. Indian children and white children get along with each other.	1	2	3	4	5
56. White people like Indian people.	1	2	3	4	5
57. Indian people like white people.	1	2	3	4	5
58. You like white people.	1	2	3	4	5
59. You have white friends.	1	2	3	4	5

APPENDIX D

BASELINE DATA:

STUDENTS AT MARTY

Student Information
Marty Indian School
1975/76

Total Enrollment		
High School	120	255
Elementary	135	

High School Students

12th Grade		
Male	13	24
Female	11	
11th Grade		
Male	17	34
Female	17	
10th Grade		
Male	12	25
Female	13	
9th Grade		
Male	21	37
Female	16	

Tribal Membership of High School Students

Sioux	94
Winnebago	3
Potawatomi	4
Arapaho	2
Chippewa	9
Mandan	4
Omaha	1
Non Indian	3

States Represented by High School Students

South Dakota
North Dakota
Ohio
Indiana
Montana
Michigan
Nebraska
Kansas
Wyoming
New Mexico

Day Students	30
Boarders	90

Illinois
Minnesota

Elementary Students

8th Grade		
Male	19	28
Female	9	
7th Grade		
Male	12	18
Female	6	
6th Grade		
Male	14	22
Female	8	
5th Grade		
Male	9	11
Female	2	
4th Grade		
Male	9	13
Female	2	
3rd Grade		
Male	6	15
Female	9	
2nd Grade		
Male	5	9
Female	4	
1st Grade		
Male	7	12
Female	5	
Kindergarden		
Male	4	7
Female	3	

States Represented by Elementary Students

South Dakota
North Dakota
Nebraska
Montana
Illinois
California

Day Students	95
Boarders	40
Indian Students	132
Non Indian Students	3

APPENDIX E

LETTER OF CREDENTIALS

January 30, 1976

To Whom It May Concern:

This letter serves to introduce Mrs. Claire Strother, Bilingual Career Education Curriculum Developer for the Career Education Demonstration Project for American Indian Children.

This project is funded under a grant from the Office of Career Education, U.S. Office of Education and is located within the Curriculum/Personnel Resource Center for Indian Education, School of Education, University of South Dakota, Vermillion.

The purpose of the project is to enhance both the quantity and quality of career options for American Indian children through the development and use of Career Education materials that is particularly relevant to them.

The sole purpose of the project is to serve. The project has no intention or authorization to investigate employment practices, hiring procedures, etc. . . Our intention is to provide students with assistance in career choices only.

Any questions concerning this correspondence or requests for assistance from Mrs. Strother should be directed to my office.

Sincerely yours,

Marv Buzzard
Project Director

MB/rlp

APPENDIX F

DOCUMENTATION OF

DISSEMINATION ACTIVITIES

Yankton Daily Press & Dakotan, Friday, August 15, 1975

Career Education Grant Awarded To Indian Students

VERMILLION — "Indian children aren't getting enough career development material in the school system, from kindergarten through high school," said Marvin Buzzard, clinical instructor of Indian education at the University of South Dakota School of Education.

Buzzard was recently awarded a grant entitled "Career Education Demonstration Project for American Indian Children," in the amount $98,395. He is project director and with the grant funds he will develop career education curriculum materials for Indian students in kindergarten and grades one thru 12.

The grant is from the Office of Education, Department of Health Education and Welfare in Washington, D.C.

The school chosen as the project demonstration site is St. Paul's Indian Mission School, Marty, South Dakota and will be for the 1975-76 school year.

"We want to encourage the Indian children to become more aware of themselves and to begin to make decisions when they enter school," Buzzard said.

Indian children as well as non-Indian children are easily impressed upon beginning school. We must expose the children during their formative years to the vast and diversified career fields which are available to them," Buzzard said.

Fellow Indian education staff members associated with the project are Dr. Don Ross, curriculum specialist in career education, Edison Ward, curriculum Media specialist, Claire LaMonte, bi-lingual career education curriculum developer, and Ruby Poorman, secretary

CURRICULUM/PERSONNEL RESOURCE

CENTER FOR INDIAN EDUCATION

SCHOOL OF EDUCATION

SUITE 205

COORDINATOR:
Marv Buzzard (605) 677-5407

FIELD REPRESENTATIVE:
Mark St. Pierre 677-5413

INDIAN EDUCATION

The Center represents a comprehensive attempt to address the unique needs/concerns of Native American people in on-and-off campus settings as it relates to the development of educational personnel and services.

The C/PRC encompasses all direct grants, personnel training programs, development of curricular materials, and services to Indian communities supported by grants/funds from federal, state, and local levels and administered by the School of Education.

It is the intent of the Center to be responsive to the needs of Indian People.

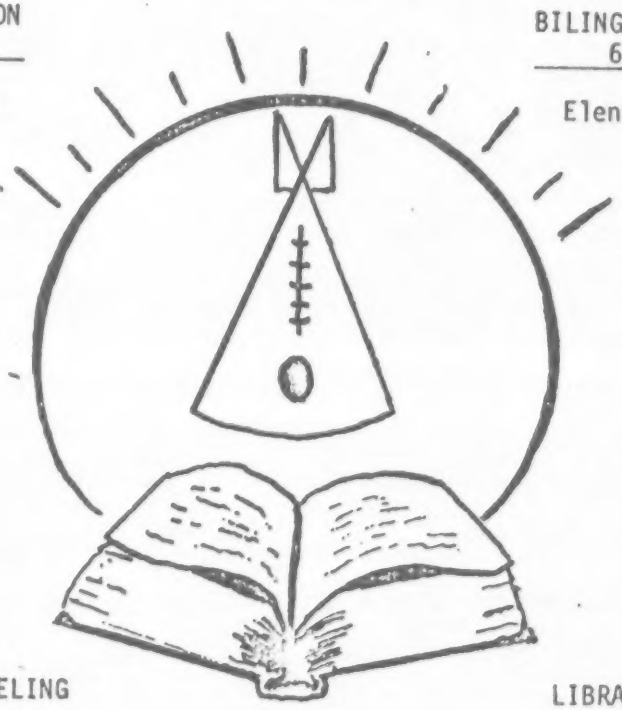
CURRENT PROGRAMS

CAREER EDUCATION
677-5407

Marv Buzzard
Ed Ward
Dr. Don Ross
Claire Strother
Ruby Poorman

BILINGUAL EDUCATION
677-5413

Elena Marshall



SPECIAL EDUCATION
677-5453

Rick LaPointe
Trudy Poorman

DOCTORAL PROGRAM
677-5638

Dr. John Bryde

GUIDANCE AND COUNSELING
677-5453

Rick LaPointe

LIBRARY MEDIA
677-5454

Bob Swan

INED

Wayáotanin (bulletin)

HAPPENINGS IN INDIAN EDUCATION AT SD

Ptanyetu, 1975

SCHOOL OF EDUCATION
THE UNIVERSITY OF SOUTH DAKOTA

Curriculum/Personnel Resource Center
For Indian Education

WAYAOTANIN (BULLETIN)
Mark St. Pierre and Ed Ward, Editors

School of Education
The University of South Dakota
Vermillion, South Dakota 57069

Marvin Buzzard, Director

CAREER EDUCATION DEMONSTRATION PROJECT FOR AMERICAN INDIAN CHILDREN

A program funded under a grant from the Office of Education, Department of Health, Education and Welfare, Washington, D.C.

Mr. Marvin Buzzard, Program Director, and Coordinator for the Curriculum/Personnel Resource Center for Indian Education

Dr. Donald D. Ross, Curriculum Specialist in Career Education

Mr. Edison Ward, Curriculum Media Specialist

Ms. Claire LaMonte Strother, Bilingual Career Education Curriculum Developer

Ms. Ruby Poorman, Secretary

Career education is a continual process in which an individual becomes aware of occupational areas; selects an area of interest; enters into some type of preparation; and finally engages in an actual occupation. Career education is much more than the preparation in the knowledge and skills for a specific career, it incorporates the development of self, an awareness of others, and how the individual relates to society; and it recognizes the needs of the student and the community, and the job potential prevailing.

The purpose of the program at The University of South Dakota is to explore techniques and methods through which American Indian children may "become more aware of themselves and to begin to make decisions (about what they want to do) when they enter school."

It is a fact that Indian children aren't getting enough career developmental material in the school system from kindergarten through high school. The Bureau of Indian Affairs published a brief position paper in 1974 on Career Education which concluded:

"A large number of Indian youth do not complete high school at all, and those who complete high school, most do not complete college. There is concern for the majority of Indian youth who enter the world of work with less than adequate career preparation. Career Education is endorsed as a practical means to improve education and occupational opportunities for Indian youth."

It is because of this concern for the majority of Indian youth that the purpose of the Career Education Program at The University of South Dakota was determined. In order to actualize this purpose the Martin Indian School, Marty, South Dakota was chosen to serve as a demonstration school for the project. During the school year 1975-76 the Career Education staff will be working closely with the faculty, students, and community members associated with Marty Indian School. Thus the key throughout the program will be the element of relevance.

NEWSLETTER[68]

SCHOOL OF EDUCATION
UNIVERSITY OF SOUTH DAKOTA

Vol. 6, Number 4 | Vermillion, South Dakota | January 27, 1976

At the request of the Title III and Career Education staff Marvin Buzzard, clinical instructor, and Edison Ward, instructor, visited St. Francis Dec. 8-11 to test school children.

NEWSLETTER

SCHOOL OF EDUCATION
THE UNIVERSITY OF SOUTH DAKOTA

Vol. 6, Number 3 | Vermillion, South Dakota | December 12, 1975

A CAREER EDUCATION DEMONSTRATION PROJECT FOR AMERICAN INDIAN CHILDREN, intended to develop Career Education materials for Indian students in grades K-12, is directed by Buzzard. In addition, Dr. Don Rosa, Asst. Prof., serves as curriculum specialist; Edison Ward, instructor, serves as media specialist; and Claire Strother, instructor, serves as bilingual specialist.

SCHOOL OF EDUCATION
THE UNIVERSITY OF SOUTH DAKOTA

69

Vol. 6, Number 3 Vermillion, South Dakota December 12, 1975

SCHOOL OF EDUCATION GRANT ACTIVITIES

The School of Education Newsletter regularly will print announcements of grant activities. A partial list of project follows:

The Curriculum/Personnel Resource Center for Indian Education coordinates all projects funded within the area of Indian Education, according to Marvin Buzzard, clinical instructor and coordinator of the Center. Seven projects include:

Five doctoral fellows are pursuing degrees under the INDIAN Ed.D. FELLOWSHIP PROGRAM FOR PERSONS OF INDIAN DESCENT, which is directed by Dr. John Doyle, Prof.

Ten Native Americans are studying elementary education at the undergraduate level in the TEACHER TRAINING IN BILINGUAL EDUCATION FOR SIOUX LANGUAGE DEVELOPMENT ON THE ELEMENTARY LEVELS FOR SIOUX CHILDREN, a project directed by Elena Marshall, instructor.

A CAREER EDUCATION DEMONSTRATION PROJECT FOR AMERICAN INDIAN CHILDREN, intended to develop Career Education materials for Indian students in grades K-12, is directed by Buzzard. In addition, Dr. Don Ross, Asst. Prof., serves as curriculum specialist; Edison Ward, instructor, serves as media specialist; and Claire Strother, instructor, serves as bilingual specialist.

Ten Native Americans are studying at the M.A. degree level in the GRADUATE TRAINING PROGRAM TO PREPARE NATIVE AMERICANS IN SPECIAL EDUCATION AS TEACHERS OF THE HANDICAPPED, a project directed by Rick LaPointe, instructor.

Five students studying at the M.A. level in counseling are in the NATIVE AMERICAN GRADUATE TRAINING PROGRAM are directed by LaPointe.

Four students pursuing a M.S. degree in Library Media study in the GREAT PLAINS LIBRARY GRADUATE TRAINING PROGRAM FOR NATIVE AMERICANS, a project directed by Bob Swan.
The South Dakota Senate Bill No. 153 appropriation funds the positions of Buzzard as Resource Center coordinator and Mark St. Pierre as field representative.

The main focus of the TEACHER CORPS 10th CYCLE PROGRAM, funded under the direction of Dr. R.V. Ellertson, Assoc. Prof., is the retraining and professional development of the teaching staffs at Freeman and Marty, according to Dr. Ellertson. The project, which currently has four interns, offers a two-year internship toward the M.A. degree, and serves as a pilot program for field-based, competency-based programs at USD.

The SOUTH DAKOTA RIGHT-TO-READ ACTIVE INSERVICE READING PROJECT, developed by Dr. Dauna Browne, Asst. Prof., and directed statewide by Joyce Levin, Division of Elementary and Secondary Education, Pierre, emphasizes development of models for elementary principals in South Dakota toward being effective instructional leaders in the field of reading. A Right-to-Read teacher preperation project, based in Yankton and directed by Dr. Browne, has been refunded for its final year.

"Implementing Metric Measurement," written by Dr. Charles Eicher, Assoc. Prof., appears in the publication, *Metric Talks*, a collection of papers presented at the Second International Conference on Metric Education.

Two USD faculty authored articles were published in the November issue of *The Science Teacher*. The journal carried "A Diversion With Galileo," written by Dr. William Sweeters, Asst. Prof., and "Comics: No-nonsense Classroom Aides" written by Charles E. Carraher, USD Dept. of Chemistry.

NEW COURSES OFFERED

New course offerings in Indian Education, designed to help students understand and prepare to work with Native American school students and communities, were approved at the June meeting of the Board of Regents, according to Dr. Robert Ryan, Asst. Prof.

The course and instructors follow: IED 410 (610), Cultural Studies and Human Relations, Dr. Don Ross, Asst. Prof.; INED 411 (611), Bi Cultural Teaching: Methods and Materials, Mark St. Pierre, clinical instructor; INED 412 (612), Community Education in Indian Areas, St. Pierre; INED 420 (620) Cultural Aspects of Counseling, Dr. Ryan; and INED 712, Administration of Indian Programs, Marvin Buzzard, clinical instructor.

School of Education

NEWSLETTER

Barb Froke, Editor
published by
Educational Research and Service Center
School of Education
The University of South Dakota
Vermillion, 57069
Dr. Bruce G. Milne, Director

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The National Swimming Championships and Pan-American Trials, held Aug. 19-24 in Kansas City, were attended by Dr. Don McCullough, Prof. and head swimming coach. Dr. McCullough served as an official and participated in meetings on the development of national and world-wide aquatic programs.

Dr. Robert Ryan, Asst. Prof., presented a paper entitled, "Self Identity In An Urban Indian Social Struggle," as part of the symposium, "The American Indian: Struggle for Identity and Survival Amidst Social change," held at the Chicago meetings of the American Psychological Association. A discussant for the same symposium, Dr. Don Ross, Asst. Prof., presented a paper entitled, "A Voice from Behind the Buckskin Curtain, II."

Marvin Buzzard, clinical instructor, Indian Education, attended a project directors' meeting for Career Education, held Aug. 19-22 in Washington, D.C. Buzzard is the coordinator for the Curriculum/Personnel Resource Center for Indian Education and project director for the Career Education Demonstration Project for American Indian Children, one of the Center's projects.

A Career Development Workshop, held July 28-Aug. 1 at Cheyenne Crossing, SD, was attended by 28 USD and 34 SDSU graduate students in guidance and counseling. The workshop staff included Drs. Joan England and Orla Christensen, both Asst. Prof.; Drs. Orville Schmieding and Allan Lindstrom, SDSU; and Dr. Richard Parker, Pierre, a former Ed.D. graduate at USD.

The Mountain Plains Business Education Association meeting, held June 25-28 in Kansas City, was attended by Dr. Quentin Oleson, Prof., and Dr. Thelma Olson, Assoc. Prof. The two staff members also conducted a workshop July 7-11 in Sioux Falls on the New Century 21 Shorthand.

During August Dr. John Bryde, Prof., participated in a Problems of Indian Aging, workshop in Bethel, AK., sponsored by the the Association of American Indian Social Workers in Bethel, Alaska. Dr. Bryde also presented a workshop on Humanistic Education for Indian Students to teachers of the Bureau of Indian Affairs school system at Eagle Butte.

An Association of Teacher Educators leadership conference, held last May in Fargo, North Dakota, was attended by Dr. Paul Otto, Assoc. Prof., and Dr. Les Foreman, SDSU Dept. of Education and president of the South Dakota ATE. Dr. Otto also attended a meeting of the Individualized Science Instructional System leadership Special Project, held July 21-Aug. 8 in San Diego, California.

A Summer Institure in Plains Indian Art, held Aug. 10-15 at USD and sponsored by the S.D. Arts Council and the USD School of Education, drew 65 Indian and 35 non-Indian teachers. Mark St. Pierre, clinical instructor, Indian Education, said participants learned traditional crafts such as quill, bead, and feather work; hide tanning and painting; cooking, pipe carving and quilting and had an opportunity to talk together about common issues. Indian artist Arthur Amiotte, a teacher at Lower Brule, lectured each evening of the Institute on aethestic, historical and educational aspects of Indian art.

An Instructional Communication for Student Development Workshop, held Aug. 18-22 in Waubay and conducted by Mark St. Pierre, clinical instructor, Indian Education, and graduate student Eddy Tyree, trained 39 teachers in American Indian culture and values.

Fifty-nine teachers, administrators and teacher aides attended a Values Clarification for Practical Use Workshop conducted by Dr. Robert Ryan, Asst. Prof., and Loye Ryan, counselor, American Indian Student Personnel Services, Aug. 18-20 at the White River Public School.

NATIVE AMERICAN SPECIAL EDUCATION PROGRAM

Director: Rick LaPointe
Secretary: Trudy Poorman

SUITE 205 [605] 677-5453
School of Education
University of South Dakota
Vermillion, South Dakota

The Native American Special Education Project is funded by the U.S. Office of Education to increase the number of certified, qualified and competent American Indian educators to serve the handicapped in the Great Plains Region. This program, along with others listed below are housed within the School of Education and form the Curriculum/Personnel Resource Center for Indian Education, Coordinated by Marv Buzzard, (605) 677-5407; Field Representative-Mark St. Pierre 677-5413.

PROJECTS & STAFF

Indian Education Doctoral Program - Dr. John Bryde 677-5368
Bilingual Education - Elena Marshall 677-5413

Career Education - 677-5407
Marv Buzzard-Dr. Don Ross-Claire Strother-Ed Ward-Ruby Poorman

Native American Graduate Training - Rick LaPointe 677-5453
Library/Media Program - Bob Swan 677-5454

Native American Special Education Program - Rick LaPointe

School of Education

NEWSLETTER

Dr. Keith Thomson, Supervising Editor
Barb Froke, Copy Editor
Karen Lindekugel, Layout Editor

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School of Education
The University of South Dakota
Vermillion, 57069

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JOB SKILLS WORKSHOP

A Job Skills Workshop, held Dec. 15 in Sioux Falls for student teachers working in Mitchell and Sioux Falls, was coordinated by Drs. Orla Christensen and Joan England, both Asst. Prof. Other USD participants included: Dr. Dwayne Snell, Asst. Prof. and Team II Coordinator; Dr. Raleigh Steinbach, Prof. and Director of Placement; and Terry Chitwood, Ray Restad and David Asp, all doctoral students in Counseling, Guidance and Personnel Services. Also participating were Dr. John Harris, superintendent, and David Songstad, director of elementary curriculum, both from the Sioux Falls Public School system.

A similar Job Skills Workshop, coordinated by Drs. England and Christensen, was held Dec. 2 in Yankton for student teachers working in the Yankton school system. Also participating were Myron Apilado, Andy Wagner and Albert Siu, all doctoral students in Counseling, Guidance and Personnel Services.

Both workshops allowed student teachers to work on their own job resumes and cover letters and presented them information on interview applications and placement procedures.

The USD Teacher Corps staff hosted a Rocky Mountain Area Teacher Corps Network workshop Dec. 3-4. The workshop, which involved nine projects in six states, covered awareness and knowledge of emerging legal and legislative issues associated with special education as well as the facilitation of the concept of mainstreaming in special education. Workshop director was Dr. Jim Yates, University of Texas at Austin, and implementers included: Dr. Jim Gillian, University of Texas at Austin; William Moore, William Young Associates, Chicago; and David Kirp, School of Law, University of California at Berkley. The next workshop was held Jan. 15-16 at Southern Colorado State College at Pueblo. A director's meeting, held during the workshop, was attended by Dr. R.V. Ellertson, Assoc. Prof. and Director of Teacher Corps at USD.

A program specialist from the National Office of Teacher Corps, Kathleen Fitzgerald, visited USD Dec. 19 and conducted an on-site evaluation of the 10th Cycle Teacher Corps Project. The evaluation also included visits to Menno on Dec. 17 and Freeman on Dec. 18.

A grantsmanship seminar, conducted by the Eckman Center in Chicago on Dec. 2, was attended by Dr. Jerry Horn, Assoc. Prof. The seminar helped participants identify sources of funding; develop skills in proposal writing, budget development and personnel and program management; and provided information about the review process.

The National Betric Speakers' Bureau, recently formed by the National Bureau of standards, lists Dr. Charles Eicher, Assoc. Prof., as one of their speakers on the metric system.

The Board of Governors of the Council for Exceptional Children meeting, held in Reston, VA, Dec. 4-5, was attended by Dr. Donald Potter, Prof. Dr. Potter is the governor for South Dakota for the organization of 70,000 members.

Dr. John Bryde, Prof., made a presentation on "Problems of Indian Aging" at the Association of American Indian Social Workers, held Dec. 12 in Pierre.

At the request of the Title III and Career Education staff Marvin Buzzard, clinical instructor, and Edison Ward, instructor, visited St. Francis Dec. 8-11 to test school children.

A Title IV of the Civil Rights Act meeting, held Dec. 18 in Pierre, was attended by Marvin Buzzard, clinical instructor and coordinator of the Curriculum/Resource Center for Indian Education, and Dr. Donald Ross, Asst. Prof.

A November Bilingual, Bicultural Assistants Workshop, held in Greely, CO, was attended by Claire Strother, instructor.

A Career Education Workshop, held Dec. 22 at USD, re-examined concepts of early childhood education and applied the concepts to career education packets for teachers' use. Workshop participants were Dr. Donald Ross, Asst. Prof., Drs. John Bryde and Robert Wood, both Prof., Dr. Loraine Webster, Assoc. Prof.; Edison Ward and Elena Marshall, both instructors, Marvin Buzzard and Mark St. Pierre, both clinical instructors; and Marilyn Jones, Sioux Falls.

Bi-weekly inservice workshops held throughout the school year at Menno are being conducted by Dr. Diana Browne, Asst. Prof. The training will prepare elementary teachers to implement the Wisconsin Design Management System for Reading.